STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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GOVERNOR

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STATE SUPERINTENDENT

February 25, 2013

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on the Revised Michigan Standards for the Preparation of Central Office Administrators

In support of the State Board of Education (SBE) goal to improve school administrator quality, the Office of Professional Preparation Services (OPPS) will present the Educational Leadership Constituents Council (ELCC) Standards. These standards are being proposed as the revised Michigan Standards for the Preparation of Central Office Administrators and the guiding set of standards for continuous development of central office administrators. The SBE adopted the enhanced Interstate School Leaders Licensure Consortium (ISLLC) standards as Michigan's standards to guide central office preparation programs in 2006.

The most recent ELCC standards were developed by the National Policy Board for Educational Administration. These standards outline ways current and future central office administrators can meet the changing demands of society and schooling as well as being connected to teacher standards, such as the Interstate Teacher Assessment and Support Consortium (InTASC). Additionally, these standards emphasize improving teaching and learning practices consistent with outcomes that foster career and college readiness.

After the presentation to the SBE, OPPS staff will publish the revised standards for public comment. Attachment A provides background and an overview of the standards. Attachment B is the Revised Michigan Standards for the Preparation of Central Office Administrators.
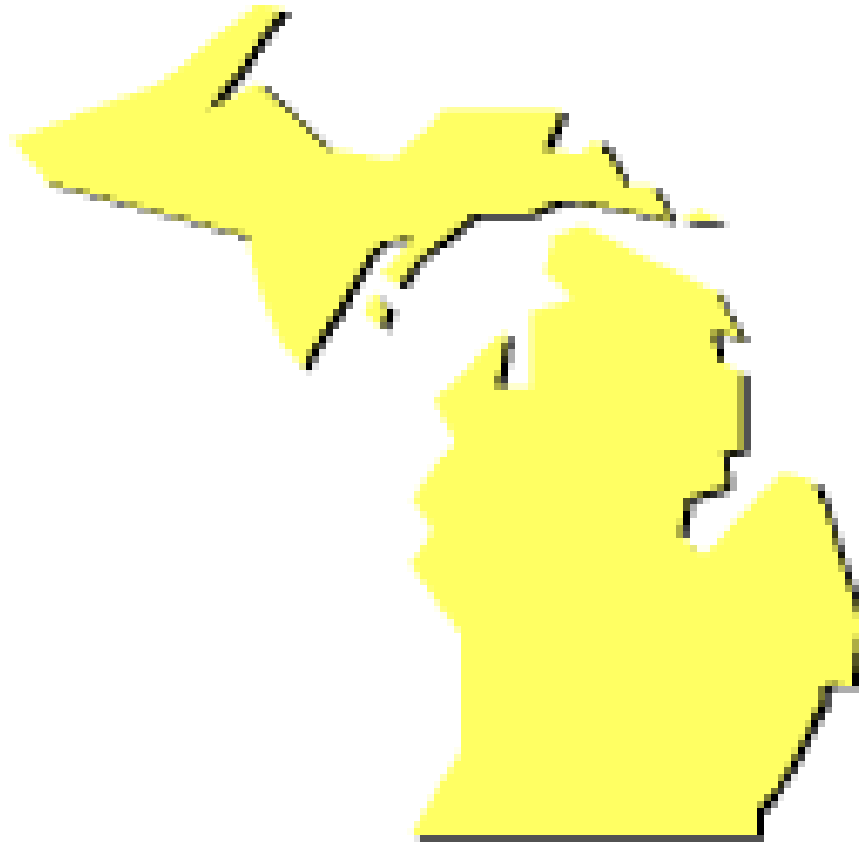
The standards will be submitted to the SBE for approval at the May 14, 2013 meeting.

Overview of the Revised Michigan Standards for the Preparation of Central Office Administrators

Background

In 2006, the State Board of Education adopted the enhanced Interstate School Leaders Licensure Consortium (ISLLC) standards as Michigan's Standards for the Preparation of Central Office Administrators. These standards are used to guide and approve administrator preparation programs.

In 2012, the Michigan Department of Education (MDE) developed a cross-office group of staff to consider the systems, policies, and practices that impact educator preparation, and to create a more coherent system. A work group was formed and charged with the task of examining all standards impacting educator preparation in Michigan. One element of this task included examining the standards, which guide the professional preparation of school administrators. The work group determined that in an effort to move Michigan forward, they could either redesign the Standards for the Preparation of Central Office Administrators to incorporate the additional elements from legislative changes or adopt the Educational Leadership Constituents Council (ELCC) standards.

The work group examined Interstate Teacher Assessment and Support Consortium (InTASC) standards, stakeholder feedback, and reviewed current best practices within school administrator preparation. The work group also analyzed both the current Interstate School Leaders Licensure Consortium (ISLLC) and ELCC standards in relation to the MDE's, the State Board of Education's (SBE) and the Governor's current priorities, initiatives, and goals. Based on the findings, a work group was formed to obtain feedback from key stakeholders within school administrator preparation in order to better understand the overall impact on implementation and potential outcome measures demonstrating alignment to all standards.

The ELCC standards are also being proposed as the revised Michigan Standards for the Preparation of School Principals. Key components of the standards that are directly related to principal preparation include curriculum and instruction, teacher evaluation and performance assessment. The revision of both the school principal standards and the central office administrator standards simultaneously gives Michigan the opportunity to align both with the career and college ready initiatives.

Overview of ELCC Standards

The ELCC standards are comprised of seven standards. There are 30 elements within the seven standards. These elements or sub-standards provide a detailed context and clarification of the overarching standard.

- ➢ The standards focus on six categories:
  - School/District Vision
  - School/District Culture
  - School/District Management of Organization, Operation, and Resources
  - School/District Collaboration with Faculty, Community Members, Family
  - School/District Ethics, Integrity, Fairness, Practice
  - School/District Success of Every Student by Understanding, Responding to, Advocating for Student Learning

The elements of each standard are divided into two categories: Content Knowledge and Performances.

Recommendation for SBE Adoption

After public comment and any proposed revisions, the Revised Michigan Standards for the Preparation of Central Office Administrators will be recommended to the SBE for adoption. They will guide educator preparation institutions in the creation, approval, and implementation of their initial certification preparation programs and provide a consistent basis for ongoing growth and development for practicing school central office administrators.
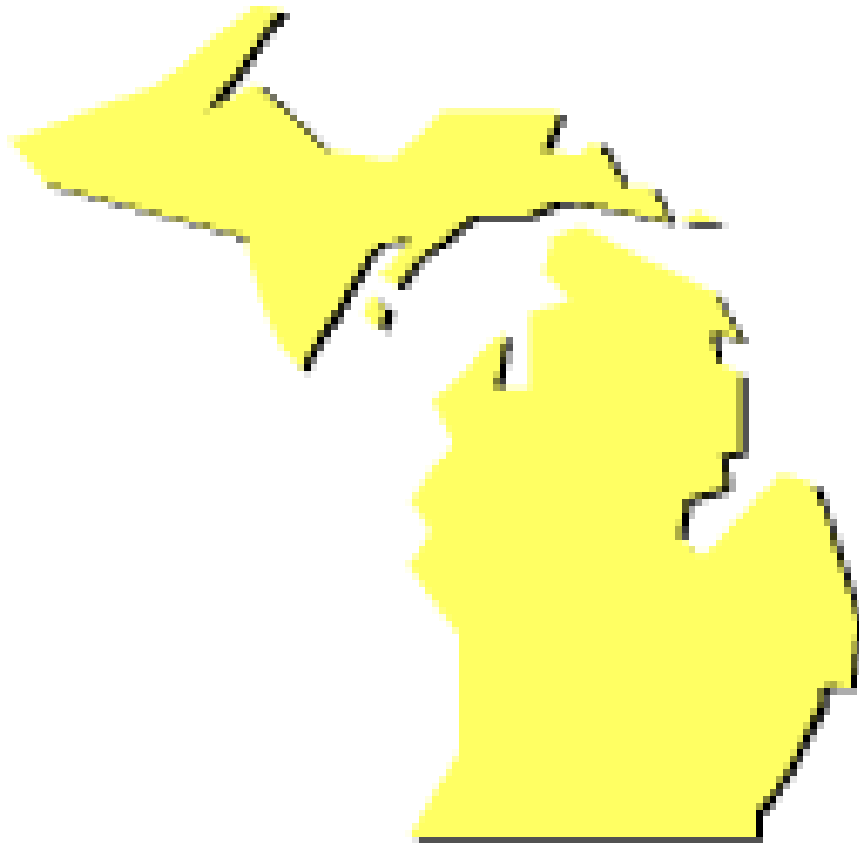
The Revised Michigan Standards for the Preparation of Central Office Administrators

<u>Implementation</u>:

Improving student achievement depends on the successful and simultaneous orchestration of multiple, yet individual, variables within the context of an overall school. Given the interdependency between the execution of specific school leadership skills and the overall educational environment, universities are expected to provide candidates with school leadership experiences that connect, embed and transcend explicit leadership skills within the context of a meaningful whole. Candidates need multiple bridging experiences between course content and the school. While life in a university is compartmentalized for the convenience of instruction, life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Relentless connections to, and emphasis on, real or simulated school experiences in regard to resources, methods and assessments will greatly facilitate graduate's ultimate success as a school leader.

Leadership preparation programs must include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures.
2. Understanding – interpreting, integrating and using knowledge and skills.
3. Application – apply knowledge and skills to new or specific opportunities or problems.

The overall program should represent a synthesis of key content and high impact field-based experiences extended over time that result in the school leader candidates' demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards, and, most importantly, candidates' success in improving student achievement following graduation.

SCHOOL ADMINISTRATOR CENTRAL OFFICE DISTRICT LEVEL STANDARDS

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by district stakeholders. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

STANDARD ELEMENTS:

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2: Candidates understand and can collect and use data with continually identify district goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable district improvement.

1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

Acceptable Candidate Performance for
District Level Leadership Standard 1.0

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
- collaborative district visioning; - theories relevant to building, articulating; and - implementing, and stewarding a district vision; methods for involving school stakeholders in the visioning process.	- design and support a collaborative process for developing and implementing a district vision; - articulate a district vision of learning characterized by a respect for students and their families and community partnerships; - develop a comprehensive plan for communicating the district vision to appropriate school constituencies; formulate plans to steward district vision statements.

1.2: Candidates understand and can collect and use data with continually identify district goals, assess organizational effectiveness, and implement plans to achieve district goals.	
Content Knowledge Programs provide evidence of candidate knowledge of: • the purposes and processes for collecting, analyzing, and using appropriate district data to drive decision making that effects student learning; • the design and use of assessment data for learning; • organizational effectiveness and diverse learning strategies; • tactical and strategic program planning; • implementation and evaluation of district improvement processes; and • variables that affect student achievement.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • develop and use evidence-centered research strategies and strategic planning processes; • create district-based strategic and tactical goals; • collaboratively develop implementation plans to achieve those goals; and • evaluate district improvement processes.

1.3: Candidates understand and can promote continual and sustainable district improvement.	
Content Knowledge Programs provide evidence of candidate knowledge of: • continual and sustained improvement models and processes; • strategic district management of human capital and its effect on continual and sustainable improvement; • district change processes for continual and sustainable improvement; and • role of technology in school improvement.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • identify strategies or practices to build organizational capacity that promote continuous and sustainable district improvement; • identify strategies for developing district leadership capacity; • design a transformational change plan at the district-level; • design a comprehensive, district-level professional development program; and • identify effective uses of technology in instructional practices and school improvement.
1.4: Candidates understand and can evaluate district progress and revise school plans supported by district stakeholders.	
Content Knowledge Programs provide evidence of candidate knowledge of: • effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • develop a district plan to monitor program development and implementation of district goals; • construct an evaluation process to assess the effectiveness of district plans and programs; and • interpret information and communicate progress toward achievement of district vision and goals for educators in the community and other stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.	
Content Knowledge Programs provide evidence of candidate knowledge of: • the use of technology in learning, teaching, and district improvement in service of a shared vision.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • lead others in developing an understanding of technology in learning, teaching, and district improvement.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

STANDARD ELEMENTS:

2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3: Candidates understand and can develop, supervise, and evaluate the instructional and leadership capacity of district staff.
2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Acceptable Candidate Performance for District Level Leadership Standard 2.0
2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge	Performance
Programs provide evidence of candidate knowledge of: • theories on human development behavior, personality development, personalized learning environment, and motivation; • organizational culture, district culture, district norms, culture /norms, constructive and deconstructive influence to student success; and • collaboration and development of building level leadership.	Programs provide evidence that candidates demonstrate skills required to: • lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction; • incorporate cultural competence in development of programs, curriculum, and instructional practices; • use learning management systems to support personalized learning across the district; • develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and • promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	
Content Knowledge Programs provide evidence of candidate knowledge of: • curriculum development and instructional delivery theories; • measures of teacher and building-level leadership performance; • multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and • district technology and information systems to support and monitor student learning.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • align curriculum and instruction with district assessments; • collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; • use evidence-centered research in making curricular and instructional decisions; • provide district resources to support quality curriculum and instruction; and • design district evaluation systems, make district plans based on multiple measures of teacher and building level leader performance, student outcomes, and provide feedback based on evidence.

2.3: Candidates understand and can develop, supervise, and evaluate the instructional and leadership capacity of district staff.	
Content Knowledge Programs provide evidence of candidate knowledge of: • high-quality, specific, and meaningful professional development for school staff and leaders; • instructional leadership practices; • leadership theory, change processes, and evaluation; and • standards for high-quality teacher, principal, and district practice.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • analyze certification areas to meet school building needs; • work collaboratively with school staff to improve teaching and learning; • design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and • design professional growth plans to increase the capacity of district staff and leaders that reflect national professional development standards.
2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a district-level environment.	
Content Knowledge Programs provide evidence of candidate knowledge of: • technology and its uses for instruction across curriculum within the district; and • infrastructure for the ongoing support, review, and planning of instructional technology.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • use effective technologies for improved classroom instruction, student achievement, and continuous school improvement; and • monitor instructional practices across the district and provide assistance to school administrators; and use district technology and performance management systems to monitor, analyze, and evaluate school assessment results for accountability reporting.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluation of district management and operational systems; efficiently using human, fiscal, and technological within the district; promoting district level policies that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that teacher and organizational time is focused on high-quality instruction and student learning.

STANDARD ELEMENTS:

3.1: Candidates understand and can monitor and evaluate teacher instruction district management and operational systems.
3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
3.4: Candidates understand and can develop district capacity for distributed leadership.
3.5: Candidates understand and can ensure district time focuses on supporting high-quality school instruction and student learning.

Acceptable Candidate Performance for **District Level Leadership Standard 2.0**	
3.1: Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.	
Content Knowledge Programs provide evidence of candidate knowledge of: • school management of organizational, operational, and legal resources; • school management of marketing and public relations functions; and • evaluation of teacher instruction.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • develop school operational policies and procedures; • develop plans to implement and manage long-range plans for the school; and observe and evaluate teacher instruction to provide valid feedback.
3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.	
Content Knowledge Programs provide evidence of candidate knowledge of: • methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; • alignment of resources to building priorities and forecasting resource requirements for the school; and • technology and management systems.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; • analyze a school's budget and financial status; • develop facility and space utilization plans for a school; • project long-term resource needs of a school; and use technology to manage school operational systems.

3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
- school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; - school strategies supporting student development of self-management, civic literacy, and positive leadership skills; and - school-based discipline management policies and plans.	- develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; - plan an aligned building discipline management policies and plan; and - evaluate and implement discipline management plans.

3.4: Candidates understand and can develop district capacity for distributed leadership.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
the meaning of distributed leadership in a school environment and how to create and sustain it.	- identify leadership capabilities of staff; - model distributed leadership skills; and involve school staff in decision making processes.

3.5: Candidates understand and can ensure district time focuses on supporting high-quality school instruction and student learning.	
Content Knowledge Programs provide evidence of candidate knowledge of: • supervision strategies that ensure that teachers maximize time spent on high quality instruction and student learning; and • management theories on effective school time, priorities, and schedules.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • develop school policies that protect time and schedules to maximize teacher instructional time and student learning; and • develop a school master schedule.

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners. In so doing, the district-level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD ELEMENTS:

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.
4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.
4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Acceptable Candidate Performance for District Level Leadership Standard 4.0

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

Content Knowledge Programs provide evidence of candidate knowledge of:	**Performance** Programs provide evidence that candidates demonstrate skills required to:
• collaboration and communication techniques to improve the district's educational environment; and • information pertinent to the district's educational environment.	• use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment; and • communicate information about the district within the community.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

Content Knowledge Programs provide evidence of candidate knowledge of:	**Performance** Programs provide evidence that candidates demonstrate skills required to:
• district cultural competence; and • diverse cultural, social and intellectual resources within a district community.	• identify and use diverse community resources to improve school programs; and • recognize diversity in personalities, curriculum, staff, and culture.

22

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
• the needs of students, parents or caregivers; • district organizational culture that promotes open communication with families and caregivers; • district strategies for effective oral and written communication with families and caregivers; and • district collaboration methods for productive relationships with families and caregivers.	• conduct needs assessments of families and caregivers within the district; • develop collaboration strategies for effective relationships with families and caregivers; and • involve families and caregivers in district decision-making processes at the school.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
• the needs of district community partners; • district organizational culture that promotes open communication with community partners; • district strategies for effective oral and written communication with community partners; and district collaboration methods to develop and sustain productive relationships with community partners.	• conduct needs assessment of community partners; • develop effective relationships with a variety of district community partners; and • involve community partners in the decision-making processes within the district.

4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Content Knowledge	**Performance**
Programs provide evidence of candidate knowledge of:	Programs provide evidence that candidates demonstrate skills required to:
• the use of technology, social media, and digital media to communicate with (and facilitate interactions among) diverse district community stakeholders.	• communicate or diffuse information by making appropriate uses of available technology; and • facilitate or broker social relationships by making appropriate uses of available technology.

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

STANDARD ELEMENTS:

5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.
5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
5.5: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.

Acceptable Candidate Performance for District Level Leadership Standard 5.0	
5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.	
Content Knowledge Programs provide evidence of candidate knowledge of: • practices demonstrating principles of integrity and fairness; and • federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice within the district.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and • create an infrastructure that helps to monitor and ensure equitable district practices.
5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.	
Content Knowledge Programs provide evidence of candidate knowledge of: • the basic principles of ethical behavior established by legal and professional organizations; • the relationship between ethical behavior, school culture, and student achievement; and • the effect of ethical behavior on one's own leadership.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • formulate a district-level leadership platform grounded in ethical standards and practices; and • analyze district leadership decisions in terms of established ethical practices.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	
Content Knowledge Programs provide evidence of candidate knowledge of: • democratic values, equity, and diversity.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues; and • develop appropriate communication skills to advocate for democracy, equity, and diversity.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.	
Content Knowledge Programs provide evidence of candidate knowledge of: • moral and legal consequences of decision making in districts; and strategies to prevent difficulties related to moral and legal issues.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • formulate sound district strategies to educational dilemmas; and • evaluate district strategies to prevent difficulties related to moral and legal issues.

5.5: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.

Content Knowledge	Performance
Programs provide evidence of candidate knowledge of: • the relationship between social justice, district culture, and student achievement; and • theories of efficacy.	Programs provide evidence that candidates demonstrate skills required to: • review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district; and • develop the resiliency to uphold school community values and persist in the face of adversity.

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

STANDARD ELEMENTS:

6.1: Candidates understand and can advocate for district students, families, and caregivers.
6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Acceptable Candidate Performance for District Level Leadership Standard 6.0
6.1: Candidates understand and can advocate for district students, families, and caregivers.

Content Knowledge	Performance
Programs provide evidence of candidate knowledge of: • policies, laws, and regulations enacted by state, local, and federal authorities that affect districts; and • the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.	Programs provide evidence that candidates demonstrate skills required to: • analyze how law and policy is applied consistently, fairly and ethically within the school; • advocate based on an analysis of the complex causes of poverty and other disadvantages; and • serve as a respectful spokesperson for students and families within the district.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

Content Knowledge	Performance
Programs provide evidence of candidate knowledge of: • the larger political, social, economic, legal, and cultural context; and • ways that power and political skills can influence local, state, or federal decisions.	Programs provide evidence that candidates demonstrate skills required to: • advocate for school policies and programs that promote equitable learning opportunities and student success; and • communicate policies, laws, regulations, and procedures to appropriate districts stakeholders.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.	
Content Knowledge Programs provide evidence of candidate knowledge of: • future issues and trends that can affect districts (e.g., entrepreneurial approaches); and • contemporary and emerging districts leadership strategies to address trends.	**Performance** Programs provide evidence that candidates demonstrate skills required to: • identify and anticipate emerging trends and issues likely to affect the school; and • adapt leadership strategies and practice to address emerging district issues.

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor.

STANDARD ELEMENTS:

7.1: Substantial Field and Clinical Internship Experience: The program provides significant and documented performance based field experiences for candidates within a district environment to synthesize and perform the content knowledge of Standards 1 – 6. Significant refers to the demonstration of Standards 1-6 through authentic, school-based leadership experiences that can be documented or measured.

7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a district-level environment.

7.3: Qualified On-Site Mentor: An on-site district mentor who has demonstrated experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.